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ABSTRACT

This report describes the first year of implementation of the 5-year Accelerated Schools Project (ASP) at Blanche Pope Elementary School in rural Oahu (Hawaii). ASP trains school staff and community members to transform governance, curriculum, and instruction in schools serving predominantly at-risk and minority, low-achieving students. In contrast to traditional remedial "dumbed down" approaches that cause disadvantaged students to fall further behind their classmates, ASP uses strategies from gifted education to assist all students to reach grade level or beyond in academic achievement. Elements of the ASP model include development of long-term changes through formal collaborative processes of the School-as-a-Whole (SAW); major principles of unity of purpose, empowerment with responsibility, and building on strengths; and small creative experiments by teachers that change the school environment and create powerful learning experiences. In May 1993, the school staff and the school/community-based management council voted to embrace the ASP philosophy. Two individuals who attended ASP training at Stanford University then mentored and trained various school-community role groups in 10 inservice sessions. SAW conducted surveys to take stock of where the school was, formulated a vision, developed priorities for school improvement, and began an inquiry process to clarify school goals and concerns. This report describes 11 SAW meetings and 5 days of inservice training held during 1993-94, lists members of vision and taking-stock committees, lists items from surveys conducted, and describes the Hoike Vision Celebration conducted in May 1994. (SV)

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Pope Elementary School

The Accelerated Schools Project

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Table of Contents

I. Introduction i

Background on Pope Elementary School i

Summary of the 1993-1994 Accelerated Schools Project 1

Na Lono Kula Documentation 3

II. School-as-a-Whole (SAW) Meetings 5

November 3, 1993 5
November 10, 1993 5
December 8, 1993 6
January 19, 1994 8
February 2, 1994 8
February 23, 1994 10
March 16, 1994 11
March 30, 1994 13
April 13, 1994 16
May 4, 1994 17
June 1, 1994 19

III. Inservice Training Sessions 21

Day 1 August 26, 1993 21
Day 2 August 27, 1993 21
Day 3 September 29, 199321 22
Day 4 October 27, 1993 23
Day 5 December 1, 1993 24

IV. Vision Committee 26

V. Taking Stock Committees 29

VI. Hoike Vision Celebration 35

I. Introduction

Background on Pope Elementary School

Blanche Pope Elementary School's community, located on the southeast coast of Oahu, stretches four miles along Kalanianaole Highway from Mel's Market to Makapuu Point. The school community features notable landmarks such as Rabbit Island, Sea Life Park, and Makapuu Beach.

Pope Elementary School is a small, rural school located on Hawaiian Homestead land. With the eternal Koolau Mountains as backdrop and Waimanalo Beach as its front door, the school enjoys a beautiful natural setting that has become rare in metropolitan Oahu.

Dr. Louise Wolcott has been the school's principal for the last six years. Her faculty includes twenty-four teachers and twenty-three support staff personnel. To date, the student enrollment numbers 385.

Pope Elementary School is fortunate in being able to provide a variety of programs and support services. The technology program provides computer literacy classes for grades K through two in the computer lab, as well as computers in every classroom. Resource teachers in Hawaiian Studies, Japanese language, physical education, and the visual arts provide diverse learning experiences for the students. The Special Education program provides a full inclusion in grades 2 through 6. The more educationally challenged students receive services through self-contained classrooms. Providing intervention services for students in grades 2 through 6 is the primary function of the school's Chapter 1 program.

Pope Elementary School has opened its doors to allow space for the Kamehameha Schools to operate its Preschool and Traveling Preschool. In addition, Pope Elementary School is host to a Headstart Preschool class on its campus. These programs offer an invaluable service to the school and community by providing a stronger beginning for the children in the community. Playground equipment donated by the Kamehameha Schools is enjoyed by all students at the school.

School administration, instructional and support staff, parents, and the community at the school are committed to ensuring success for all students. The students are encouraged to value themselves, contribute to their community, and succeed in a rapidly changing world. An Administrative Intern (Cohort) placed at the school during the 1993-94 school year provided support to all these groups.

Summary of the 1993 -1994 Accelerated Schools Project

In May 1993, Blanche Pope Elementary School's faculty, support staff, and the School/Community-Based Management (SCBM) Council voted to embrace the Accelerated Schools Project philosophy. Since then, Stanford University accepted the school into its Accelerated Schools Project network. Presently, two coaches who attended the ASP training at Stanford University mentor and train the various school-community role groups.

The ASP trains school staff and community members to transform the governance, curriculum, and instruction of schools serving predominantly at-risk and minority, low-achieving students. The theory behind the ASP model is that students in at-risk situations already enter school at a disadvantage. Traditional models for educational "treatment" for these at-risk students tend to be remedial in nature. Their educational programs are "dumbed down." They receive less information in smaller chunks at a slowed down pace in a curriculum consisting predominantly of lower level skills. As the years progress, the students fall further and further behind other students at the school.

The ASP creates "Big Wheels" and "Little Wheels" to assist all students to reach grade level or beyond in academic achievement when they leave the school. The "Big Wheels" are the formal processes used to cause long-term changes through the collaborative efforts of the School-as-a-Whole (SAW) that includes teachers, support staff, administrators, parents, students, district staff, and community members. Spokes of the "Big Wheels" include Taking Stock, Forging a Vision, Setting Priorities, Forming Governance Structures, and Using the Inquiry Process. This Inquiry Process is a problem-solving approach by which the cadres examine the school's "challenge areas." Hypotheses are formed to guide the cadre's investigation of each challenge area. The process enables cadre members to become rational in their analysis and understanding of problems and more insightful in determining the best solutions to be implemented by the school.

The three principles of Unity of Purpose, Empowerment with Responsibility, and Building on Strengths are evident in the "Big Wheels." Adherence to these principles by the school community is essential in implementing the ASP.

Also essential are the "Little Wheels." The "Little Wheels" are spin offs of "Big Wheel" activities. They are small, creative experiments by individual classroom teachers that result in immediate changes in the school environment. These "Little Wheels" provide the Powerful Learning that causes the "Big Wheels" to move!

Powerful Learning is an expression used in the ASP. It is based on the belief that the education provided for gifted and talented children also works well for all children. Powerful learning integrates what is taught, how it is taught, and the context that supports the "what" and "how." Contextual factors include time and resources, flexibility of scheduling,

deployment of staff, physical and social environment, and funding. The "what," "how," and context must be totally and necessarily integrated to make learning a powerful experience for students.

Powerful learning experiences are based on the following values:

Equity - All students can learn and have an equal right to a high quality education.

Participation - Learning is interactive and relevant to the lives of the students.

Communication and Collaboration -Learning experiences allow for student interaction and cooperation.

Reflection - Learning experiences promote critical thinking and holistic understanding.

Experimentation and Discovery - Learning experiences use novel approaches to learn about the world.

Risk-Taking - Opportunities must be provided for students to take risks in a safe environment in order for students to learn.

School as the Center of Expertise - Everyone in the school community is an expert who can contribute to provide powerful learning experiences for students.

Belief in these values empowers the school community to create powerful learning experiences for all students based on its unique needs, strengths, resources, and vision.

In implementing the ASP at Pope Elementary School, stakeholders in the school community participated in ten inservice training sessions throughout the current school year. Already evident in the membership is the increased commitment to this project, and a sense of both professional and personal growth. Individuals have come to realize that it will take a major shift in paradigm to carry out the philosophy and training into the students' daily lives at the school.

Financial support through the Harold P. Castle Foundation's Effective Schools Grant was secured to allow the instructional staff to attend professional development courses, seminars, and workshops. Additional grant monies from the Department of Education's Incentive and Innovation Program and the Office of Hawaiian Affairs provided opportunities for the instructional staff to receive further training and knowledge of the latest techniques, strategies, and approaches to facilitate student learning.

During the initial stages of becoming an accelerated school, the School-as-a-Whole (SAW) conducted research and surveys. The purpose was to learn where the school was (Taking Stock/TS) in areas that were considered to be important to parents, community members, staff, and students. Six committees were formed to investigate critical areas of schooling: Curriculum and Instruction; Organization and Staff; School Climate; Budget, Finance and Resources; Parent and Community; and Students. In addition, a Stock Coordinating Committee was formed consisting of representation from each of the six committees.

As a result of the Taking Stock research that consisted of survey and non-survey data gathering efforts, the SAW began to set priorities for school improvement consistent with the school's vision. The priorities were reached through consensus.

From the tension between where the school was and where it wanted to go, members of the school community initiated the Inquiry Process of ASP. The concerns identified during the earlier stages of Taking Stock and Setting Priorities are presently undergoing scrutiny by the SAW to clarify the directions, priorities, and concerns that the school wants to address in order to realize its vision.

As an ongoing dimension of the ASP, Pope Elementary School must continuously gather data for school improvement. Documents to be collected and shared with the school community will include products emanating from the project, news items, examples of student work, data on parent participation, and other outcomes that demonstrate successes being achieved by the school.

This information will also be invaluable to the SAW in communicating to various role groups and funding sources.

Twice yearly, the school coaches must submit a Trainer's Evaluation Report to the National Center at Stanford University. The reports must include a description and analysis of the school's application of the Accelerated Schools Project philosophy and processes. During the fourth year of this five-year project, the Department of Education will conduct a formal external evaluation of the ASP at Pope Elementary School.

Na Lono Kula Documentation

The initiation of the Accelerated Schools Project at Blanche Pope Elementary School is documented in the December 1993 issue of Na Lono Kula, the Department of Education's newsletter, as follows:

> With cheers, rap songs, dancing, signed pledges on posters and cakes, and a visit by Hokule'a team members, Blanche Pope Elementary "blasted off to excellence" as the first school to become an Accelerated Learning School in Hawaii.

The decision at Pope Elementary School to become an Accelerated School began in May 1993 after the school was approved as an School/Community-Based Management (SCBM) school. It was felt that the Accelerated Schools Project model would accelerate the learning of students at the school and result in improved SAT scores.

Two "coaches" had been trained at Stanford University: Francine Honda from the Windward District Office and Dr. Zoe Brown, with the State Test Development Section of the Hawaii State Department of Education.

The initial impetus to bring the project to Hawaii is credited to Dr. Zoe Brown of the DOE's Test Development Section. "Zoe had been reading about the program and wanted to try it to close test-score and grade-level promotion gaps in a traditionally lower achieving school. Her search brought her to Blanche Pope, where the students, most of whom were of native Hawaiian ancestry, were not responding well to traditional teaching methods."

Principal Dr. Louise Wolcott is quoted as follows:

> We were beginning our SCBM process and were thinking of ways to make a difference for our kids. After much discussion, we made a commitment to the Accelerated Schools Project.

The article mentions support from the Windward District Superintendent. Francine Honda, its staff developer, was sent to train with Dr. Zoe Brown at Stanford University. Kahulu Landgraf, Hawaiian Studies district resource teacher, was assigned to the school to assist in the coordination of the project.

II. School-as-a-Whole-Meetings

School-as-a-Whole meetings are playing an important part in the implementation of the Accelerated Schools Project at Pope Elementary School. This section describes the meetings that were held during the first year of the project.

- **November 3, 1993**

At this meeting, it was announced that the Accelerated Schols Project would be "launched" on November 10, 1993 with a parade, assembly, and other activities. It was also announced that Pope School had been granted a DOE Incentive and Innovation Grant award in the amount of $44,950.

- **November 10, 1993**

On this day, the entire faculty celebrated the day's event and how well it had turned out. The faculty felt unified in developing an awareness of the principles and values of the Accelerated Schools Project with students and other members of the school community.

Dr. Zoe Brown debriefed the day's activities, with assistance from Francine Honda. Both felt positive about the day's events. Five pages of chart paper listed the positive accomplishments of the day.

Following is a summary of the launching of the project at the school:

> The student officers officially started the assembly by passing the canoe paddle to each other from the back of the room until it reached the hands of the principal. This symbolized their moving towards excellence.
>
> The crew of the Hokule'a were acknowledged as bringing a relevant message to the students. They used familiar terms such as unity, strength, trust and responsibility to describe how they were able to accomplish their long voyage home on the canoe. They helped the students to make connections about their own learning and stressed the value of education.
>
> The speakers seemed impressed with the students' questions, and visited with them in their classrooms. The songs sung by the students were wonderful and enjoyed by everyone.

After assembly activities were handled by Sheri Rhein, and these activities helped to clarify what an accelerated school is about. The fourth grade class was assigned to go to every classroom to explain the schedule and activities for "Blast Off To Excellence" Day. Milton Wong was overwhelmed with

the responses of posters from all grade levels. "My fifth grade students created beautiful posters," he marveled.

> First grade students decided what words to put on their poster. They chose "unity" and explained their choice by saying, "That's when we sit in a circle and keep rabbit inside." First grade teachers expressed high expectations for their students by allowing them to use marsh pens to make posters, which were outstanding.

Kindergarten and second graders danced to the Accelerated rap music.

> All of the materials for the activities had been prepared by the grade six students. This required a great deal of teamwork.
> Third graders were busy in their classrooms finishing their Hawaiian bracelets.

Many teachers found that, because of the amount of work that had to be done in preparation for the launch, they were forced to rely on their students to get the work done. In every instance, they noted that their students performed beyond their expectations.

"Blast Off To Excellence" was a day full of student empowerment. As expressed by a teacher, "We haven't done anything like this before. It brought the school closer together. The outcome was worth it." Another teacher commented: "I'll remember this day forever. I couldn't believe this could be done by November 10. I'm proud of the teachers."

This SAW meeting was facilitated by Michaele Tibbetts. At this meeting it was announced that the parent survey would be distributed during the parent conference, along with a cover letter. The signature of the parents is required by the school. The student survey would be ready the following week. It was decided that the upper grades would take the survey first, then administer the survey to their book buddies. The staff survey draft was reviewed, revised, and approved. The decision was made to write a cover letter to accompany the staff survey.

Sheri Rhein and Paula Akamine, who were working to draft the teacher survey, announced that the survey would be ready for the December 1 SAW inservice, and that time would be allotted at the beginning of the meeting to review the survey again.

- **December 8, 1993**

Dr. Zoe Brown announced that Dr. Jeannie Lum would be interviewing the SAW participants for the Accelerated Schools Project evaluation. Dr. Jeannie Lum teaches Philosophy of Education at the UH-Manoa campus. Her role would be to document the Accelerated Schools Project process, the problematic areas, and what made the project work at

Pope School. "I will become a participant of the school," she said. "I will express your opinion, not mine. All interviews will be confidential and will last about 45 minutes. I don't like the word 'evaluate.' I prefer 'account.' I hope to present an honest account of what is going on." She then indicated that a second interview would be at the end of the school year, and that every SAW member would be interviewed, as well as a sampling of students. During these 45 minute interviews during the school day, Kahulu Landgraf would substitute for the teacher.

She also mentioned that only one ethnography has been done on an Accelerated School on the mainland. Pope School will contribute the first to be done in Hawaii.

Shannon Williams reported for the Parent Input Vision Committee. She announced that a letter would be sent to parents on the third of January inviting them to visit the library to view the "launch video" and to write their visions. At this session, they would be assisted by Jodie Saffrey, Linda Kuoha, and Kehaulani Kaleopaa-Tehotu. A generic vision form would be available to take home to share with others. Baby sitting to ensure parent participation would be provided by the Keiki Kokua group. Coffee and dessert would be served to parents.

Moana Akana represented the Community Input Vision Committee. The group reported that the boundaries of the Waimanalo community is between Makapuu and Kailua. Surveys to various community groups would be sent out soon.

Eleanor Bonner reported for the Student Vision Input Committee that teachers would receive a memo on the third of January on strategies to use for getting visions from the students. It was announced that visions could be recorded on tape, role played, drawn, or discussed in small and large groups. The final results would be summarized in web form on a single sheet of paper and submitted by January 11.

Calvin Nomiyama announced that the Staff Input Committee would follow the same format the teachers used during the December 1 SAW inservice. The staff group would include the cafeteria staff, custodians, office staff, educational assistants, and part-time people.

It was announced that the Vision Coordinating Committee would consist of Milton Wong, Wendy Dolpho, Sheri Rhein, Calvin Nomiyama, and Kahalu Landgraf.

Dr. Louise Wolcott reported that the Incentive and Innovative Grant people had visited this day, and that Mrs. Moneymaker, one of the visitors, had commented: "This school has enough resource people to build a mini-city!"

Pat Miyahara announced that, after one month of editing, the "launch video" was ready for viewing.

Dr. Zoe Brown announced that Stanford University would be sending someone to work with them on January 24-25, 1994. Substitutes would be hired for the two days, as the Stanford staff member worked with the teachers by grade levels for a two-hour block of time per grade level.

- **January 19, 1994**

Dr. Zoe Brown went over the ground rules for the day. The group then discussed how to process and analyze the survey data that had been received from the various role groups. She asked, "How many surveys were sent out to people, and how many have been returned?" She stressed the importance of having the number of people that had been surveyed so that the return rate could be computed.

It was announced that the purpose of the February 2 meeting would be to hear the results of the Taking Stock surveys. Each group would have the opportunity to make a 20-minute presentation. In addition, the Vision Coordinating Committee would present the school's vision for review and approval.

Tips were provided by Dr. Zoe Brown for analyzing the data: "Look at the questions being asked. What pops out? What things go together? Clustering is real important. Try to make sense of the data and focus on the strengths and challenges of the school. Take one step at a time. Use pictures and graphs, because they can be helpful in conveying information."

Dr. Zoe Brown stressed that the principle of Unity of Purpose was being reflected this day in analyzing the surveys. The principle of Empowerment Coupled with Responsibility was being reflected in that we all have the responsibility of completing the task successfully. We were all Building on Strengths by contributing our unique strengths to the effort. You are creating your school," she encouraged.

- **February 2, 1994**

The meeting began with Francine Honda going over the desired outcomes for the day and the agenda. Facilitator Michaele Tibbetts began the Taking Stock reports with the School Climate report. It was announced that all the reports would be turned in and prepared for the February 23 meeting.

Eleanor Bonner gave the Facilities, Budget & Resource Committee's report. The report indicated that there was a lack of knowledge in how to manage the school's budget. Two books had been completed for use in the office; another for keeping in Kahulu Landgraf's room.

Jodie Saffery gave the Staff report. She indicated that there was a problem with the distribution of the surveys as to who was considered "staff" and who was considered "faculty." A list showing who is faculty and who is staff would be compiled.

The report from the Curriculum & Instruction Committee was given. The question of "resources available to the teachers" was defined as "materials purchased by the teachers." Shannon Williams said, "I go out and get it!" Deanna Park suggested that the item refers to when "you use your own money."

Jimmy Torres reported for the Parent & Community Committee. He said that, due to the illness of the members, the committee was not quite

ready to report. "However," he said, "in looking over the results, there appears to be two types of questions. Is it the school's job, or is it the parents' job?" He summarized that the majority of people who had been surveyed, 79%, felt that it was a shared responsibility. The community felt that it was everyone's responsibility. "During my time," Jimmy Torres said, "going to school was the main thing. Today, parents are taking a more active role at school." Mahealani McClellan commented, "We could be more powerful if the community all pulled together."

The Student Committee report was given by Kahulu Landgraf. The students, she said, have high expectations for themselves but low performance levels. Over 50% of the students have indicated that they plan to graduate from college. Many of the students (50%) come from large families of seven or more.

It was mentioned that at the February 23 inservice the faculty and staff would be analyzing the data and setting priorities. Based on the reports, the priorities would be determined. Francine Honda said that everyone would need a copy of the tabulated results of the survey and the reports. She indicated that the responses plus the survey should be turned over to Kahulu Landgraf, and that the information should be transferred from chart paper to regular-sized paper.

Jeff Lee represented the Vision Coordinating Committee. Their vision statement was read. Pat Miyahira said, "We took from the different webs and organized what we took into statements." Jeff Lee explained, "We clustered them into areas and then came up with a sentence of all the ideas that were taken. This vision statement is very global and general."

It was mentioned that the SCBM vision statement had not been included in the Accelerated Schools Project vision. Each group participated in consolidating the two statements. Comments made included: "When I wrote the vision, I tried to look at everything I thought of the culture. We need to understand and embrace our culture before we can learn about other cultures. Culture is learned," said Milton Wong. Dr. Zoe Brown was not comfortable with the word" seek" in the statement. She suggested that the word be deleted. Sheri Rhein said, "We should capitalize on our Hawaiianess. We should take advantage of the resources that we have. This school can accommodate people who are seeking sovereignty. They should have access to our computers. We can be the leading resource for Hawaiian culture in the state."

"Focus on your vision," encouraged Dr. Zoe Brown. "You have to be able to visualize the vision. If the vision statement remains the way it is, I'm concerned that learning has been left out. I don't know that this is an academic school, looking at the vision statement. "We want kids to be academically gifted, to become lawyers!" Dr. Louise Wolcott said, "When you talk about Hawaiian culture, kids that are bright are not accepted by the general culture of the school. What I would like to see is that turned around and that they become accepted and valued–that they gain status." Moana Akana said in response to Dr. Louise Wolcott's statement, "The kids really honor and respect those who are smart. They really like having

a smart kid in the Cooperative Learning group." "It's something everyone values and works towards. We celebrate academic success," commented Francine Honda. Jeff Lee concluded, "It was very difficult to work with all that data in writing the vision, but we will embrace academic excellence into the revised version."

The groups then debriefed on Pilar Soller's prior visit to the school. Dr. Zoe Brown summarized, "The experience you had with Mrs. Soller was a powerful one. Make some comments and observations related to Powerful Learning."

Feelings and perceptions on Pilar's visit were then shared. The general conclusion was that some teachers had a difficult time accepting her manner of presentation and that perhaps there was a cultural mismatch between her behavior and what local people are accustomed to. Members also agreed that "the nature of change is not always going to be easy."

The members debriefed the day's activities. They agreed that there had been open and honest communication, and that they all felt better afterward. There was a feeling of accomplishment and a "good high." "Our vision sounds really good. The use of technology was wonderful!" commented Pat Miyahira. "Everytime I leave, I get a high. Everything during the week becomes tolerable," enthused Dr. Zoe Brown.

- **February 23, 1994**

Dr. Louise Wolcott discussed the Status Improvement Report and School Performance Improvement in Hawaii. She said if anyone had any questions, to please meet with her later.

She reported that $100,000 of grant money had been given to Pope School. A good portion of the grant money had been used to hire substitute teachers on inservice days. Parents and grade level representatives would meet after the meeting to discuss the writing of grants and how the money should be used in keeping with the objectives of the grants.

The Taking Stock Committees reported that all presentations had been completed.

Facilitator Jeff Lee presented the revised draft of the vision statement. The introduction of the vision statement and the next two bulleted items were accepted through consensus. On the third bullet, there was a discussion on the use of the expression, "scholastic achievement" and "academic excellence." Zoe Brown commented that these terms were a cop out, they're not measurable, and they're vague.

Deanna Park said that she wanted "grade level" defined. Dr. Zoe Brown reminded the group that there would be national benchmarks soon, and that "you may have to decide in your vision some kind of benchmarks." Jeff Lee asked, "It's set now at grade level. Are you comfortable with that, upper grades?"

Sheri Rhein said, "If we work together, we could decide on the benchmarks for the students. We want to bring children to grade level--our

focus is grade level achievement." She suggested, "student level achievement."

Dr. Louise Wolcott wanted to include reference to the family and community, as well. The group agreed to use the phrase, "Blanche Pope Elementary School-Community" in the vision statement.

When the last bulleted item was read, much discussion followed on the wording of "making Blanche Pope Elementary School-Community a center for Hawaiian studies in the State of Hawaii. There was some discomfort with the wording. Jeff stressed the importance of the Hawaiian culture for the vision statement. He indicated that the students live on Hawaiian Homestead land and that 92% of them are Hawaiian. "The students are locked into their Hawaiian songs and singing is a natural thing to them," he emphasized.

Joshlind Reber recommended breaking up into small groups because the issue was a charged one. Eleanor Bonner agreed. "Our parent survey shows that this is what parents are asking–that their children learn more about their culture," reminded Shannon Williams. "By leaving it out, we're not keeping their ideas," agreed Wendy Dolpho.

Jimmy Torres commented, "You're going to have to emphasize the concept of 'Hawaiianess." But I want to make sure students are learning about other cultures as well."

After a break, the members met with their groups. All groups made changes in wording. "We don't talk about Hawaiians learning differently and about building on the Hawaiian culture to learn," said Dr. Zoe Brown. Further discussion followed on whether the faculty really agreed that all children can be brought up to grade level. "I agree with the philosophy but I see from day to day the difficult times some students have. I don't know," lamented Michelle Hanold. "If we don't have some standards, I think we're going to have less than what we hope for," warned Dr. Louise Wolcott.

The group broke up for lunch after agreeing to take up the matter of priorities at another inservice day.

When the group reconvened, they discussed the last bulleted item in the vision statement. There were more deletions and revisions. Then all of the statements in the vision were agreed upon through consensus. Jeff Lee then asked for a closing or summary statement. Stan Koki suggested the statement, "Through the teaching and learning process, we embrace culture, honor the past and envision the future" be used as the summary statement.

The group ended the meeting agreeing that this was a rigorous but great day!

- **March 16, 1994**

Francine Honda facilitated this meeting, She told the group, "Today we will be voting by signing our names." When asked by Eleanor Bonner why we were changing our way of voting by signing our names, the response was: "You are stressing the importance by signing your names.

This is the process. You need to make conscious choices. Consensus is used for the final decisions."

The Accelerated School principles of Unity of Purpose, Empowerment Coupled with Responsibility, Building on Strengths, Powerful Learning, and the Accelerated School values were reviewed.

Setting of priorities was then taken up. The groups were told to compare the Taking Stock data with the school vision and identify any differences. Then use the differences to identify priority areas. Five or three areas were suggested. The group decided on three areas.

Each group placed its priority areas in the "windows to the future" form and each member was given six dots to "spend." The three areas receiving the most "votes" were:

Academics (52)
Budget and Finance (41)
Parent Involvement (41)

Carole Celebrado suggested the use of the acronym A.C.E. (Academic Curriculum Excellence) rather than "Academics." The suggestion was accepted. The Budget and Finance name was changed to Resource Bank. The Parent Involvement cadre decided to select their name change at a later date.

Members then prioritized the top 4 challenge areas. The results of this process were as follows:

Academic Curriculum Excellence Challenges (ACE)

1. Hawaiian culture/cultural diversity are not taught by all. (25)
2. Schoolwide continuity of curriculum. (23)
3. Academic skills–reading, writing, oral communication, and math are weak areas.
4. Not enough creative and critical thinking. (13)

Parent-Community Involvement Challenges

1. We need greater communication between all role groups. (23)
2. We need shared responsibility for the education of our children. (23)
3. We need to learn, share and value in order to ensure school community's well being. (21)
4. We need a greater variety of parent and community involvement in the classroom.

Resource Bank Challenges

1. Budget for teacher training. (24)
2. We need additional human resources to reduce student/teacher ratio.(22)

16

3. We need additional funds for classroom materials, books, etc. (19)
4. Teaching strategies--do not have materials needed to provide academic excellence. (19)

Members then signed up for specific cadres.

Then the group debriefed the meeting. Pat Miyahira expressed discomfort that some people (students, parents and Chapter 1 PTT) didn't have an opportunity to vote. Shannon Williams commented that things seemed to go easily that day and that she didn't feel "drained." "Things are becoming clearer now, so we feel a little more comfortable," commented Deanna Park. "How are new people going to understand ASP? How will they be taken care of?" asked Pat Miyahira. Dr. Zoe Brown's response was: "You will become ASP coaches. You will support one another. You need a support system for each other. If you hold the knowledge, you will need to share the knowledge."

Dr. Zoe Brown requested being able to sit in classrooms to observe lessons in the months of March, April and May. Sheri Rhein responded that classrooms should be open for observation at all times as an open door policy.

- **March 30, 1994**

Francine Honda presented the desired outcomes and agenda for the day.

The Accelerated Schools principles were reviewed, as well as the kind of school being envisioned for students at Pope School. It was agreed that at-risk students were being given a fair shot at the school in cooperating and participating in powerful learnings. Francine Honda said that the school should "walk the talk and live the values."

"How are decisions made at Pope?" Francine Honda asked. The response from Eleanor Bonner was that originally, the curriculum chairpersons were involved. The grade chair and support staff made the decisions. However, the newly formed SCBM Council represented the current governance structure. "Who makes most of the decisions with input?" asked Francine. Eleanor Bonner responded, "Truly accountable was the principal--now it's becoming the teachers. Teachers are empowered but the state is still hanging on." "Other state agencies are involved in the DOE's decision making process," replied Francine, who then asked, "How visible is the Student Council? Has the Student Council ever made big decisions?" "No," responded Jennifer Marfil, a student representative.

The Accelerated Schools Project governance structure was then explained by Francine Honda. The governance structure represents the decision-making process. The community will be involved in this committee in setting up the agenda for the school. Each person's unique strengths will be tapped as a resource.

The role of the Steering Committee would be to be the keeper of the vision, disseminating information to cadres and SAW. The key people that should serve on the Steering Committee is the SCBM Council. "You can have two people for each group in the Steering Committee with the expectation that you have the capability to make decisions for the school," said Francine Honda. Pat Miyahira commented, "We're really torn when we serve on several committees." Eleanor Bonner clarified that "we have all our part-timers in the morning but there's an exodus in the afternoon." Dr. Zoe Brown said, "You may want to decide on how to involve the part-timers."

Francine Honda called the group's attention to the task of setting up the governance structure at Pope School. She indicated that the key people were the Steering Committee. She then asked for an identification of who these people would be so that the following role groups would be reflected.

Cadre representation (1 or 2)	Parents
Administration	Community
Support Staff	Teacher
Students	District/Sate

"We need to further discuss the structure. The Facilitator must be aware of the dynamics so that everyone is actually involved," said Francine Honda. "When we were training at Stanford, they role modeled a disgruntled cadre, the overtalker, off-task person, and naysayer. It looked very bad and we had to correct the situation," said Dr. Zoe Brown. "You need representation from the classroom," reminded Eleanor Bonner. "Is there a buddy system we can use," asked Sheri Rhein. "Communication is the key, whatever," said Eleanor Bonner.

"I have been in the Windward District as a principal. Our school set up cadres. Everybody was a member of a cadre or task force. There were two governance structures. The task force cadres and the traditional way for the day to day operations, which was the grade level representation responsibility. They were the key players when budget time came," said Francine Honda. "Who is going to change the running of the school now?" I would like to see one governance structure." "We would be able to communicate through the Steering Committee," suggested Dr. Louise Wolcott.

"What does the existing chair do now?" asked Jeff Lee. "Will the Steering Committee be compensated?" asked Deanna Park. "Grade level chair will be assumed by the Steering Committee. The needs are going to be coming from the cadre. The Steering Committee will be coming to the School-as-a-Whole Committee," said Dr. Louise Wolcott. Eleanor Bonner suggested that the cadre representative should be compensated like the grade level chair. "The Facilitator has the biggest role, so should be compensated. There are currently five grade level chairpersons who are being compensated," said Eleanor Bonner. Jeff Lee read the HSTA rules.

"We need a waiver. Ask for an exception that the lump sum be placed at the school," suggested Eleanor Bonner.

Dr. Louise Wolcott suggested a district representative in the Steering Committee. Dr. Zoe Brown expressed her feeling that there would be an equal amount of work for each cadre. "Actually," reinforced Francine Honda, "You will be working hard. Nothing is cast in stone. Change also means absence of things. Dump some things! Learn in the process."

It was agreed that the Steering Committee's most important direction would be to move towards the school vision. On a fist to five vote, the SAW members voted to have one cadre representative plus the SCBM Council on the Steering Committee. The first two challenges were made:

Challenge 1: Involvement of all role groups in the governance structure.

Challenge 2: An ad hoc committee will revise the SCBM proposal.

The ad hoc committee would consist of Jimmy Torres, Louise Wolcott, Michaele Tibbetts, Jeff Lee, and Reno Cuaresma.

Everyone met in his or her respective cadre to select cadre representatives. ACE selected Shannon Williams. RB selected Carol Lum. FCI selected Wendy Dolpho.

To begin the Inquiry Process, Dr. Zoe Brown gave an example of her dryer breaking down. Before jumping to the solution, she tried to figure out what the problem was, then she clarified and defined why the problem existed.

The group focused on the problem of TV/video watching habits of students. Hypotheses were formulated and solutions were brainstormed. A box of band-aids was passed out but without any band-aids. "Band-aids will not solve the problems, the infection will not go away," said Dr. Zoe Brown. "A systematic change must occur at the school--a system-wide change!"

The group worked all afternoon on the Inquiry Process. Then it was decided that each cadre would be responsible for the top four issues that had been identified. They would have flexibility to address the four issues as they saw fit.

The members were reminded of the strategies that had been shown during the inservice days. It was suggested that Francine Honda review them with the group. Then members could create visuals to help them to remember them.

"I think it's remarkable when a baby horse learns to walk. He stumbles, falls, and gets back on his legs. You're actually like a foal. A foal doesn't spend much time learning. You're doing it. So you have become stallions!" said Dr. Zoe Brown.

Before the end of the day, the following meeting dates were agreed upon:

April 6	ACE
April 7	FCI
April 11	Steering Committee
April 12	RB
April 13	SAW Meeting
May 4	ASP Inservice
May 27	Vision Celebration!

- **April 13, 1994**

The primary purpose of this meeting was to form committees and plan for the May 27, 1994 Hoike Vision Celebration at Pope School. Jimmy Torres facilitated the meeting.

It was agreed that seven groups would work on the Hoike Vision Celebration:

(1) Refreshments, (2) Publicity, (3) Program, (4) Lunch, (5) Entertainment, (6) Clean-Up, and (7) Activities. Other agreements:

The Refreshments and Lunch Committees would be responsible for scheduling the serving. Henrietta Carreiro (representing the cafeteria) said, "If sack lunches are to be served, it will be hard to accommodate orders from the parents. The orders must be placed two weeks in advance. The cafeteria manager is open to suggestions on what to serve."

The vision statement would be printed and distributed. Jimmy Torres suggested printing the vision statement on a ribbon or badge so that parents could wear it. "It's a good way of getting our vision out," he said.

Community groups that heretofore had not been included, such as the Waimanalo Homestead Community, would be invited to participate. It was felt that these groups should be welcomed and their voices heard.

There would be seven groups for the vision celebration. Each group would police its own area during the activities.

When Pat Miyahira reported that only $6,000 was given by the Priorities grant to implement the Mat School, the members voted to give $6,000 to the kindergarten class for computers. "I really feel obligated to the kindergarten class," said Pat Miyahira.

The theme of the hoike, as reported by Eleanor Bonner, would be "Journey to Polynesia." The chief and chiefess would sit with their own classes. Kindergarten through Grade 3 would prepare their own costumes. Group 4 through Grade 6 would prepare their own costumes with the help of parents. Each class would be responsible for its own class performance.

The day would begin with the song, "E Na Hawaii" at the beginning of the program and then be repeated at the end of the program. "We will be echoing the song," said Eleanor Bonner.

Sue Watanabe was introduced to the group by Calvin Nomiyama. Sue Watanabe is Mrs. Westfall's replacement for the rest of the year.

• May 4, 1994

The desired outcomes for the day and agenda were reviewed by Dr. Zoe Brown.

The Inquiry Process was started on the Challenge Area of implementing powerful learning in the classroom by small groups that had been self-selected. The groups brainstormed solutions, stated hypotheses, and developed an Action Plan. Then each group presented the outcomes of its effort to the group as a whole. It was decided that each group would finalize its Action Plan and submit it to Kahulu Landgraf or Louise Wolcott by May 13, 1994. The plans would be discussed at the Steering Committee's May 16, 1994 meeting in the Library.

Eunice McElroy, visiting from the Waimanalo Homestead, expressed her feelings to the group. "In this group," she commented, "the Hawaiians don't speak. They only listen. The Orientals don't say anything, also, but do all the writing. The Caucasians do all the talking. This group is very cultured. Everyone is talking about the need for more money. No one is discussing the child. Who is the most important here? I think this discussion is helpful because you want to bring about change. This makes me want to come back to school again. I am glad I am here."

Dr. Zoe Brown then reviewed the ASP philosophy and values. Then there was reflection on the school year's SAW meetings. Groups listed their perceptions and the changes that they had observed. They all agreed on some key ideas and reported out to the large group.

Shannon Williams said that trust, equity and many other of the ASP values were being practiced. Jeff Lee said, "We're building management strategies." Dr. Vorsino mentioned "Respecting different perceptions." Micheale Tibbetts said, "We feel empowered being responsible for what's going on at the school."

Francine Honda commented that "it is really important to debrief the process and to feel comfortable. We need to be cognizant that all ideas must be explored. We should not lose sight of what the vision is at Pope School."

Perceptions on (1) Taking Stock, (2) Vision, (3) Setting Priorities, and (4) Governance were shared by small groups.

The Family/Community Involvement group felt that more people from the community should be involved. Mrs. Apo said, "Our perception of school has changed from when I was in school. It's only now that I have children here that I've become interested." Someone else mentioned that parents feel that their voices don't count, and that they are not comfortable dealing with the school.

Eleanor Bonner asked, "With the new Superintendent in the DOE, do you see change? He's talking about articulating the curriculum." "That's just what we're doing," said Dr. Zoe Brown. Francine Honda reminded the group that the focus should be on whatever the school wants.

The Hoike Vision Celebration was discussed. The group was urged to think big, to invite the Governor, Legislature, OHA, Castle High School staff–"All the people who have touched us."

It was reported that the Keolanui family would entertain during lunch, and that the school would be recognizing the music strengths of the people in the community.

Carol Lum reported that lunch would be served at 12 to 1 p.m. The menu would be kalua turkey and rice. There would be two lunch lines. The teachers would be having lunch with their students. Teachers would be dismissed early.

Carol Lum also reported for the Refreshment Committee. They would begin serving immediately after the Hoike. Serving would start with the kindergarten class and end with the sixth graders.

Paula Akamine reported that there would be 15-minute blocks of time for the scheduled activities. She also gave information on where each activity would be held.

1. Hu-Kukui Nut Tops - Basketball Court (Sandy Miyao)
2. Hei-String Games - (Christain Chinen)
3. Vision - ribbons, badges, buttons - Cafeteria
4. Brain Gym
5. Hoike Video - Library
6. Refreshments

It was agreed that the Activity Committee would work on key words for the vision. The SAW members recommended the following:

1. Center of Learning
2. Safe Nurturing Environment
3. School Pride, Respect
4. Hawaiian Culture

Shannon Williams reported for the Clean-Up Committee. She indicated that the sound system had only two microphones (there were four last year). People would be stationed at different locations for the clean up.

Kehaulani Kaleopaa-Tehotu said she hoped to finish her program by May 11, 1994. The script had not been written yet. She also mentioned that costumes were being sewed by the parents. Paula Akamine offered to sew 10 costumes.

Sandy Miyao said she planned to use the word "Lokahi" (unity) for the center stage decoration.

Carole Celebrado reported that the Technical Assistance Center was going to make a plastic vision for the school.

- **June 1, 1994**

Dr. Louise Wolcott began the meeting by debriefing the Hoike Vision Celebration that was held on May 27, 1994. Each group worked on the plus/delta method and reported out to the whole group.

Powerful learning plans were presented by Eleanor Bonner. Powerful learning is a challenge because of the lack of open communication among the home, the child, and the school. This plan will be referred to the Family Involvement Cadre.

Shannon Williams reported on the action plan for summer curriculum planning. Grade level curriculum planning and articulation will be between June 13 and August 29, 1994. Approximately 10 objectives for each content area for each quarter will be identified and clearly written as measurable objectives. All students in the grade level will achieve at least one objective for the first quarter.

Paula Akamine reported on the action plan to have inservice sessions for teachers, parents, students, and staff for the gifted and talented. This action plan was referred to the ACE Cadre.

Carol Lum reported on the action plan on needing more money for materials for powerful learning activities. There is need to write grants for additional funds. Several members of the group expressed interest in learning how to write grant proposals. It was hoped that Dr. Zoe Brown would be available to instruct them. Following are the teachers who would be available this summer:

Virginia Koo	Kahulu Landgraf
Deanna Park	Vicki Kunisaki
Sandra Miyao	Carol Lum
Carole Celebrado	Michaele Tibbetts
Sheri Rhein	Martha Malina

The action plan and names were referred to the Resource Bank Cadre. It was announced that the cost of the August 31, 1994 Teachers' Retreat would be covered by one of the grants. Approximately $1,300 or $1,400 will be used to cover costs for that day. Parents, students, staff, and teachers will be welcomed. The whole day will be spent working on the school's calendar and theme for the year.

There was discussion that the activity not be held in Waikiki. Someone suggested meeting at the school instead. Shannon Williams said, "The purpose is to take us away from the school to build camaraderie. We'll pay a lot for the food, but it will be comfortable for everyone." Everyone voted for the retreat to be held on August 30, 1994.

The new Superintendent's vision was discussed. Dr. Louise Wolcott said that Dr. Zoe Brown feels that Pope School can be aligned with the Superintendent's vision. Hopefully, additional resources will be given to the schools. Pope School will be kept informed should directions change.

Dr. Jeannie Lum announced that under the University of Hawaii cohort program, cohorts may be assigned to Pope School. Ten to twenty teachers may be available to the school, as well as Observation-Participation (OP) of students for two days a week.

The meeting was adjourned by Calvin Nomiyama, Vice-Principal.

III. Inservice Training Sessions

• Day 1 - August 26, 1993

On August 26, 1993 the Pope School faculty and staff returned from summer vacation eager to begin the project. They began the day with a "Footprints" activity, dividing the group into six smaller groups. Each person had to select a partner to be interviewed on his or her interests, strengths and talents. These were noted on a "footprint." Then these were placed on the school's Accelerated Schools Project roadmap. This activity helped to develop trust among the participants, with everyone having fun and being in a jovial mood.

Dr. Zoe Brown and Francine Honda then presented the desired outcomes for the day and worked with the group in formulating rules for the meeting. The Accelerated Schools principles were introduced and explained. It was impressed upon the group that these principles must become breathing realities if a school is to become an accelerated school.

The six groups were next given an activity to create the "Best 21st century bathtub." By collaborating with each other, individual strengths were recognized and natural leaders emerged. After the groups presented their "ideal bathtub" and why it was the best, they discussed what had occurred in their group. Common themes mentioned were related to the Accelerated Schools Project philosophy.

The coaches explained what an accelerated school is and why we should become an accelerated school at Pope Elementary. The Accelerated Schools Project principles and values were then explained.

The group was shown the method to be used for consensus–Fist to Five. This method would be used in reaching consensus.

Taking Stock Committees were then organized, as follows:

1. Curriculum & Instruction
2. Facilities, Budget & Resources
3. Students
4. Parents & Community
5. Organization & Staff
6. School Climate

In assessing the day's activities, the members felt that it had been a highly productive day. They felt enthusiastic at the end of the day. "We're Number One!" commented a teacher.

• Day 2 - August 27, 1993

Francine Honda discussed a Taking Stock example of her daughter's wardrobe and how they decided what was needed for school. She then introduced the group to the Taking Stock process. An example of a "Family Reunion" was used. Everyone participated and contributed to the

reunion. What committees were needed? What would be the responsibilities of the committees? The groups then clustered and categorized the information.

Members were asked to reflect on a powerful learning experience they had had as a student. They discussed and shared their experiences in their groups. They identified whether it was the "what," "how," or the context on the powerful learning triangle. Many felt that powerful learning was a meaningful experience, a personal accomplishment that had become a lifelong memory. They felt their teacher had provided an accepting and encouraging environment that empowered students.

It was pointed out that powerful learning, the three principles, and the nine values of the Accelerated Schools Project relate to the concept of empowerment. All three integrate into a positive and personal learning experience.

Large group discussion n specific adult behaviors in a group were then discussed. Because the groups included various interests and skills, they proved that heterogeneous grouping works! All members assumed responsibility for various roles as they were needed. When the group members felt comfortable and each person's ideas were considered and not judged, the group noted that productivity increased.

The members were asked to meet with their Taking Stock Committees. Members selected their roles and planned their agenda for the next committee meeting.

The debriefing of the day's activities brought out that members felt secure working in a group and felt that they were successful. Everyone participated and they learned a lot. They expressed appreciation for having Francine Honda and Dr. Zoe Brown as coaches in helping them through the Accelerated Schools process.

At the conclusion, the members showed their "footprints" from the training on Taking Stock on the Accelerated School road map.

- **Day 3 - September 29, 1993**

The group's ground rules were reviewed. The tools, strategies, and learning structures were recalled, using the storyboard and brainwrite activities. The small groups organized into trios. Many of the trios found it advantageous to work together, with everyone participating. Learning structures recalled included circles, round robin, carousel, jigsaw, lasso, pairs, and triads. Tools listed included charts, storyboard, matrix, pens, and other materials used for activities. The strategies included brainwriting, brainstorming, webbing, listing, categorizing, visioning, teaming, prioritizing, reflecting, and others.

It was felt that the advantage of working in teams included better participation, receiving different and more ideas, building on trust, sharing responsibilities, developing stronger interpersonal relationships, and accomplishing group goals most of the time. The disadvantages may be

poor communication, personality conflicts, less work accomplished, and no consensus at times.

A video entitled "Easy Trucking" was shown. The problems brought out by the video included inaccurate information, bird walking, apathy, accusations, and lack of communication and respect for each other. Additional problems brought out were lack of clear rules, lack of decision making, lack of leadership, and a poor environment.

Another video showed the correct group meeting behaviors of building trust and embracing the values of caring, respect, equity, interpersonal relations, shared risk-taking, shared responsibility, open and honest communication, safe and secure environment, commitment and reflection. What made the meeting work? A good facilitator with an agenda, ground rules, desired outcomes, good environment, well-organized session, active listening, and role reversals. To use preventive measures during the meeting, listen as an ally, ask open-ended questions, be positive, encourage and drive the stake into the ground. For intervention, enforce process agreement, use body language, use humor, accept/legitimize or defer. For escalating intervention, make eye contact, ask "What do you think?" touch and talk directly, confront during a break or confront before the whole group.

The six groups worked on planning for student involvement. They agreed on the desired outcomes: (1) Involve all students in the Accelerated Schools Project--NOW! (2) Criteria for prioritizing of ideas for student involvement, and (3) Practice "good" team process.

Next the small group prioritized ways to involve and impact students positively through the Accelerated Schools Project. After clarification and discussion about the activities, the small groups presented their storyboard as to why their activity was the most prized. After the presentations, each person was presented with six chips to "Spend-a-buck." There was much commotion as members sorted out their favorite activity. The four students in the group cast their chips for "Special Interest Day" (where students become teachers and plan the day's schedule). This was the whole group's second choice. "Assembly Celebration" received the most votes. Third was Other Class Activities.

November 10 was selected as the day of the ASP Celebration Assembly.

- **Day 4 - October 27, 1993**

Individuals were asked to recall a powerful learning in their group. After sharing, they found that it was a particular teacher and the way that the teacher taught that was actually remembered.

The activity, The Japanese Instrument, was implemented to provide extended experiences for powerful learning. All groups decided to have a variation of subjects covered at each center, a total immersion into the Japanese culture through hands-on activities, food demonstrations, and music.

The difference between a vision plan and a vision statement was discussed. A vision plan is a comprehensive plan. A vision statement includes key ideas, emotion and passion. It gathers people together for a common good. The group was instructed to first of all, develop the essence-themes that can be used for the vision or the launch. The group decided that the mission was to involve all children in the launching of the Accelerated Schools Project. What is it going to look like? How can everything be combined into a cohesive vision statement?

The group decided that, rather than using a vision statement, it would be better to use a slogan. "Blast Off To Excellence" was selected as the slogan.

The group reviewed vision-preparation for the December 1 inservice session, and identified major tasks for the launch committees:

Writing Vision
Assembly
Campus Decoration
After Assembly
Publicity
Communication/closed Circuit

The Taking Stock Coordinating Committee presented the master survey for review. Facilitator Michaele Tibbetts passed out copies of the student survey that was corrected and approved. This survey would be conducted by the upper class book buddies. It was decided that the parent, staff, and teacher surveys would be reviewed during the November 3 SAW meeting from 3 p.m. to 4:30 p.m., and that the Launch Committee would meet from 1:30 p.m. to 3 p.m.

- **Day 5 - December 1, 1993**

Michaele Tibbetts, Taking Stock Coordinating Committee Facilitator, thanked Sheri Rhein and Sharlene Naeole for working on the Teacher Survey. Much discussion followed in revising the survey. Finally the Teacher Survey was accepted through consensus.

It was decided that Virginia Koo, Paula Akamine, and Sheri Rhein would have the Teacher Survey ready by December 10, with completed surveys returned to Michaele Tibbett's box by December 15. Milton Wong was to send his students to assist the lower grades with the Student Survey.

To expedite tabulating the survey data, the group decided to form four committees. The following groups were formed:

- **Student Survey Group**

Eleanor Bonner, Facilitator

Carol Lum	Vickie Kunisaki
Ofelia Carag	Kelli Wolcott
Carole Celebrado	Diana Sutton

- **Parent Survey Group**
  Shannon Williams, Facilitator

Mahealani McClellan	Linda Kuoha
Luana Kotobalava	Martha Malina
Milton Wong	Sandy Miyao
Kahulu Landgraf	Michaele Tibbitts
Dottie Brennan	

- **Teacher Survey Group**
  Marie Mitsukawa, Facilitator

Jan Young	Christine Chinen
Dr. Louise Wolcott	Kehau Tehotu
Laverna Wolcott	Deanna Park

- **Staff Survey Group**
  Pat Miyahira, Facilitator

Virginia Koo	Jodie Saffrey
Paula Akamine	Barbara Manning
Jeff Lee	Jimmy Torres

To begin the process of forging the school's vision, individual visions were drawn by everyone. Key questions were solicited from the members. The vision pictures were then placed on chart paper and statements were written on what it depicted. The groups moved to their neighbor's vision charts and helped clarify the statements.

After lunch, the group webbed their ideas from the vision charts. Sheri Rhein's fourth grade class presented their vision to the SAW. Each student spoke and expressed his or her vision. Such powerful learning! The group was impressed!

The groups then presented their visions. They clustered their 'big ideas" on strips of paper and placed them under "Windows of the Future."

Pat Miyahira volunteered to serve as Facilitator in forming the constituent groups. Three groups were formed: (1) Parents, (2) Students, and (3) Administrators/teachers/staff. Each member selected one of these committees to serve on. It was decided that each group would decide on ways to get vision ideas from members and which strategies to implement.

At the end of the meeting, Dr. Zoe Brown asked for "a thermometer reading on how SAW members felt they were progressing in the Accelerated Schools Project principles, values, and powerful learning." Evaluation forms were passed out and the group agreed to return the completed forms to Kahulu Landgraf before the Christmas vacation.

IV. Vision Committee

At the beginning of the Accelerated Schools Project implementation at Pope Elementary School, a great deal of energy went into forging a vision of the school. A structure of committees was created for this purpose, as follows:

- **Parents**
  - Shannon Williams
  - Martha Malina
  - Pat Miyahira
  - Michaele Tibbetts
  - Kahulu Landgraf
  - Michelle Lee Honold
  - Linda Kuoha
  - Milton Wong
  - Jimmy Torres
  - Cecelia Cosier

- **Administration, Staff, Teachers**
  - Deanna Park
  - Christian Chinen
  - Vickie Kunisaki
  - Jeff Lee
  - Carole Celebrado
  - Carol Lum
  - Jodie ffery
  - Luana Kotobalavu
  - Alma Mai
  - Kehau Tehotu
  - Calvin Nomiyama

- **Community**
  - Ophelia Carag
  - Moana Akana
  - Marie Mits awa
  - Dr. Louise Wolcott

- **Students**
  - Dottie Brennan
  - Paula Akamine
  - Virginia Koo
  - Kahulu Landgraf
  - Barbara Manning
  - Sheri Rhein
  - Laverna Westfall
  - Eleanor Bonner
  - Sandra Miyao

- **Coordinating Committee**
  - Milton Wong (Parent)
  - Jeff Lee (Administration, Teachers, Staff)
  - Sheri Rhein (Student)
  - Kahulu Landgraf (ASP)
  - Dr. Louise Wolcott (Community)

The efforts of these committees resulted in the preparation of a community survey that was sent out along with a cover letter from the school on December 29, 1993.

Dear Valued Member of our School/Community:

Blanche Pope Elementary is in the process of becoming an accelerated school - a school where all students can do high quality academic work; can engage in collaborative and individual inquiry and research; can communicate effectively; and can meet high standards. Part of this process is forging a shared vision with everyone participating--teachers, parents, students, support staff, administrators, and community members.

Creating a shared vision means thinking what you want the school to become. Think about the school you would design for your own child. Think about your dreams, the school's strengths, who you are, and where you want your school to go. Your vision is both inspiration and destiny.

To facilitate your response, the community vision committee has provided a brief survey. We would appreciate a few moments of your time to respond to the questions and offer any additional input if you wish. Please return the survey in the self-addressed, stamped envelope no later than Wednesday, January 12, 1994.

Mahalo,
Community Vision Committee

Survey results from the community were tabulated, analyzed and presented to the school community at SAW meetings. (See section on SAW Meetings).

These survey results were used by the vision committee to write drafts of the school's vision statements. Drafts were reviewed by the SAW and numerous revisions were made. The final vision statement accepted by consensus follows:

With the spirit of aloha, Blanche Pope Elementary School-Community inspires academic success and excellence while meeting physical, social and emotional needs.

- Blanche Pope Elementary School-Community is the center of learning for the entire community where everyone learns, including students, teachers, support staff, parents, community members and school administration.
- Blanche Pope Elementary School-Community is a safe, nurturing environment which fosters self-esteem, pride, friendship, and the ability to make responsible choices.
- As part of providing a powerful foundation for life-long learning, Blanche Pope Elementary School-Community emphasizes critical and creative thinking so that all students achieve at or above grade level by the end of sixth grade.
- The maintenance and upgrading of the school plant is conducive to the total learning environment and reflects pride and respect for the school.
- While encouraging knowledge and an appreciation of cultural diversity, we celebrate and teach all aspects of Hawaiian culture, with everyone learning that traditional cultures and values have a place in modern society.

Our accelerated school builds on strengths and serves as a resource to promote learning. Through the teaching and learning process, we embrace cultures, honor the past and envision the future.

V. Taking Stock Committees

In addition to the structure of forging vision committees, another structure of Taking Stock Committees was created, with the following membership:

- **Curriculum and Instruction**
  - Deanna Park
  - Luana Kotobalavu
  - Sandy Mi[illegible]o
  - Virginia K[illegible]o
  - Barbara Manning
  - Tennille Kanahele
  - Dr. Louise Wolcott

- **Organization and Staff**
  - Moana Akana
  - Carole Celebrado
  - Martha Malina
  - Jodie Saffery

- **School Climate**
  - Michaele Tibbetts
  - Charlene Naeole
  - Linda Kuoha
  - Milton Wong
  - Dottie Brennan
  - Shannon Williams

- **Budget, Finance and Resources**
  - Paula Akamine
  - Eleanor Bonner
  - Ofelia Carag
  - Marie Mitsukawa
  - Calvin Nomiyama

- **Parent and Community**
  - Laverna Westfall
  - Sheri Rhein
  - Jeff Lee
  - Pat Miyahira
  - Jimmy Torres

- **Students**
  - Kahulu Landgraf
  - Michelle Lee Honold
  - Reno Cauresma
  - Carol Lum
  - Barbara Manning
  - Vickie Kunisaki

- **Stock Coordinating Committee**
  - Michaele Tibbetts (School Climate)
  - Moana Akana (Organization and Staff)
  - Carol Lum (Students)
  - Deanna Park (Curriculum and Instruction)
  - Jeff Lee (Parent and Community)
  - Kahulu Landgraf (ASP)
  - Calvin Nomiyama (Finance, Budget and Resource)
  - Dr. Louise Wolcott (Curriculum and Instruction)

The Curriculum and Instruction Committee obtained information from students on matters pertaining to curriculum and instruction from the 1993 Student Survey.

1. How would you rate yourself in the following subjects?
   Art, Hawaiian Studies, Japanese Language, Mathematics, Music/Dance, Physical Education, Reading, Science, Social Studies, Writing
   Scale: Poor, Below Average, Average, Above Average, Excellent

3. In what area do you need help?

10. How do you feel being a student at Pope School?

13. There is enough adult supervision to assure safety.
    Scale: Strongly Disagree, Mildly Disagree, Neutral, Mildly Agree, Strongly Agree

23. I respect adults.

24. I listen to adults.

25. I speak politely to adults.

26. There are enough activities for me during recess.

In addition, teachers were surveyed on the following questions:

1. What percentage of your curriculum is integrated across subject areas?

2. How do you decide goals and objectives in your units?

3. Who makes the decisions in your classroom?
   Check all that apply.

4. If you use textbooks, how do you use them?

5. What kind of active learning activities do you use?

6. What kind of materials/resources are being used?

7. How do you decide what to teach?

8. What content areas are covered in your classroom?

9. How do you update your curriculum?

10. What ways do you utilize our staff?

11. How is the community involved in curriculum an instruction?

15. How important are the national assessment tests?

16. How do you decide if students has mastered the curriculum?

Survey results were presented during SAW meetings.

The Organization and Staff Committee obtained data from items on the Staff Survey and Teacher Survey, as follows:

- **Staff Survey**
  25. The staff is committed to supporting one another.

  26. The school administration, faculty and staff are flexible when integrating programs into the school schedule.

- **Teacher Survey**
  50. Staff meetings are effective.

  51. What role do student teachers have in the school?

The School Climate Committee obtained data from the Fall 1993 Staff Survey.

1. I feel the non-teaching staff has unity (i.e. sharing of common goals, unity of purpose).

2. I feel the students have unity (i.e. sharing of common goals, unity of purpose).

3. I feel the parents have unity (i.e. sharing of common goals, unity of purpose).

4. I feel the teachers have unity (i.e. sharing of common goals, unity of purpose).

5. I enjoy coming to school.

6. Cultural diversity is acknowledged at school.

7. Our school is pleasing to the eye.

8. I know the school beautification plan.

9. School is challenging enough for students.

10. The school discipline plan is fair for all.

11. The school discipline plan is followed consistently.

12. The school grounds are a safe place.

13. The playground equipment is safe.

14. The parking lot is safe.

15. There is enough adult supervision to assure safety.

16. Sufficient time and attention is given to developing creativity.

18. There are enough extra curricular activities at school.

19. I feel character education should be taught in school (i.e. honesty, promptness, responsibility, courtesy).

24. It is important to celebrate cultural diversities at school.

27. List three things you like about Pope Elementary School.

28. List any extra curricular activities you participate in.

29. List ways the Hawaiian culture is being enriched at school.

30. Which of these things are a problem on campus.
Check all that apply.

31. Write any additional comments you have.

Results were presented at SAW meetings.

The <u>Budget, Finance and Resources Committee</u> obtained information from the following items on the Staff Survey:

17. The classrooms are adequately stocked with furniture, structures and supplies.

36

20. I communicate with staff members in other Kailua Complex schools.

21. Community resources are being utilized at Pope School.

22. It is easy to communicate with other staff and faculty members.

23. It is easy to communicate with the district office.

Results were presented at SAW meetings.

The <u>Parents and Community Committee</u> obtained information from the following survey questions:

11. I see the responsibility for educating my child is mostly the school's job.

12. I see the responsibility for educating my child is mostly the home's job.

13. I see the responsibility for educating my child as a shared responsibility.

14. I see the responsibility for my child's social growth as mostly the school's job.

15. I see the responsibility for my child's social growth as mostly the home's job.

16. I see the responsibility for my child's social growth as a shared responsibility.

In addition, data from items on the Parent Survey were considered:

29. List three things you like about Blanche Pope Elementary School.

30. List three main concerns you have about the school.

31. List three things that make Waimanalo unique and special.

32. List three ways in which the Hawaiian culture is being enriched at Pope School.

33. List any talents and interests you would be willing to share with Pope School.

34. How do you communicate with the school and/or your child's teacher?
Check all that apply

___Telephone

___Personal Visit

___Note

___Through my child (verbal message)

___Through my child (written message)

58. What is the role of the Friends of Pope?

59. What makes Waimanalo unique and special?

- **From Teacher Survey**

60. What are you doing for Public Relations?

61. What have you tried that has worked in trying to reach parents/community? (Please indicate what grade level you tried this)

62. What community resources do you tap into now?

63. Write any additional comments you may have.

The <u>Student Committee</u> obtained data from the following questions:

- What percentage of students are absent each quarter of the school year?
- How many students are eligible for free lunch?
- What are the SAT scores of our students?

The information was presented at an SAW meeting.

VI. Hoike Vision Celebration

Pope Elementary School's first year journey toward becoming an accelerated school reached a critical juncture on May 27, 1994. This was the day set aside for the Hoike Vision Celebration. The purpose of the vision celebration was to rally the school community together as a unified group to celebrate the achievements of the Accelerated Schools Project at the school during the initial year. The theme of the celebration–A Journey Through Hawaii and Polynesia–was expressed through a gala program and activities that deeply involved students, parents, faculty and staff, and members of the community.

The script for the morning program follows.

Morning Program

Aloha kakahiaka kakou.

I am Michael Kawika Molina. The 'Ano'ai chant greeting will be presented by Iwalani Kahalewai Cook and Sheraine Lono.

Our Principal, Dr. Louise Wolcott will now welcome you.

The Royalty of Polynesia will greet you.

The Hawaiian Islands: Mo'i Kamehameha - Kaulana Kuoha Mo'i Wahine Keopuolani Diana Tamale "Ano ai"

New Zealand: Chief Edwin Wise; Chiefess Connery Nohea Apo "Kia Ora"

Tonga: King Tupou IV - Landon Paikai; Queen Salote Charvel Keliihoomalu "Mailoileile"

Rarontonga: Chief Justin Pakele; Chiefess Crystal Sunio "Kia Orana"

Tahiti: Chief Sione Tamale; Chiefess Sharmaine Lono "Iaorana"

Marquesas: Chief Rodney Choy Foo; Chiefess Jodi Chaves "Kia Ora"

The theme of our hoike is "Journey Through Hawaii and Polynesia." Hundreds of years ago our ancestors left the Marquesas and Tahiti in search of new lands.

Through the navigational skills and knowledge of the stars, our ancestors discovered the Hawaiian Islands. Today, we begin a journey, a journey that

will take us on the same path of our ancestors, acquiring academic skills and knowledge that will bring us to high academic achievement.

Dustin Kaimiloa Baxter and Shani Kauionahokulani Lane will introduce the first class.

The children of The Kamehameha Preschool will present the Aloha Chant by Pilahi Paki and Lani Kalama. The chant speaks of the Hawaiian values that we nurture here at the school.

Akahai	*-Kindness*
Lokahi	*-Unity*
'Oluolu	*-Pleasantness*
Ha'aha'a	*-Humility*
Ahonui	*-Patience*

The Headstart Preschool will sing "Sassy Little Mynah Bird."

The first grade classes of Mrs. Kunisaki and Mrs. Akamine will present "Pupu Hinuhinu."

The second and third grade classes will take us on a voyage through the Hawaiian Islands.

Our first stop is the Island of Hawaii, birthplace of Kamehameha I. The young men from Mrs. Celebrado and Mrs. Mitsukawa third grade class will be "King Kamehameha Conqueror of the Islands." Kaulana Kuoha represents Mo'i Kamehameha I. Diana Tamale represents his Mo'i Wahine Keopuolani.

The young women of Mrs. Celebrado's third grade class will perform "Hilo *March" with the bamboo puili.*

Our next stop is the Island of Maui. The second grade boys of Mrs. Park, Mrs. Lum, and Miss Carag will perform "Kilakila O Heleakala."

In the distance the Island of Oahu, the Gathering Place, becomes visible. The second grade girls will dance "Lei Ilima" and "Kaho'olawe."

To honor the Island of Kauai, Mrs. Mitsukawa's third grade girls will dance for you, "Beautiful Kauai."

The first grade classes of Mrs. Kunisaki and Mrs. Akamine will present "Pupu Hinuhinu."

40

We journey to Polynesia and visit New Zealand. the land of the long white cloud. Mr. Wong's fifth grade class will do "Haeremai." Poi bowls were used instead of drums to tell their stories. Chief Edwin Wise and Chiefess Connery Nohea Apo present their dance.

The Island of Tonga looms in the distance. Mrs. Rhein's fourth and fifth grade students will do "Ofa Loto" written by Queen Salote. King Tupou IV Landon Paikai and Queen Salote Charval Keli'ihoomalu present their dance.
Rarotonga is represented by Mrs. Manning's fourth grade class. They do "Maui Tii O Tera." Chief Justin Pakele and Chiefess Crystal Sunio present their dance.

In the distance is the Island of Tahiti. Mrs. Bonner's fifth grade class will perform "Tamure." Chief Sione Tamale and Chiefess Sharmaine Lono will offer their dance.

Our final stop--the Marquesas. Mrs. Akana's fifth and sixth grade class will dance "Pokere I Te Ao" and "Ua Tangi Ta Kukupa." The students' costumes are made from the dry banana leaves. The male dances represent the Marquesian men carrying the pigs down from the mountain after hunting. The women celebrate the hunt as food for their families. Chief Rodney Choy Foo and Chiefess Jode Chavez will perform with their group.

We should like to thank Kumu Kehau Tehotu and Mrs. Jodi Saffery for their assistance in presenting "Journey Through Hawaii and Polynesia." Mahalo *Nui Loa to Kumu Tehotu for sewing the many beautiful costumes. Our special and fond aloha goes to Uncle Jeff who will always have a special place in our hearts. To everyone who helped--Mahalo Nui Loa!*

The parents are invited to visit the activities with their children. Please return with your lunch for the entertainment and the Vision Program.

Please rise to sing "E Na Hawaii."

Hoike Vision Celebration, 12:30 - 1 p.m.

Aloha awakea kakou:

We would like to thank all of the parents who helped write the Blanche Pope Elementary School vision. The sixth grade class will read the first statement. Mrs. Bonner, Mr. and Mrs. Garcia, Tennille Kanahele and Jennifer Marfil will lead the class.

> *With the spirit of Aloha, Blanche Pope Elementary School-Community inspires academic success and excellence while meeting physical, social and emotional needs.*

The second grade class will read the next vision statement. Mrs. Park, Mrs. Marfil, and Mrs. Apo will lead the class.

> *Blanche Pope Elementary School-Community inspires academic success and excellence while meeting physical, social and emotional needs.*

Mrs. Lum's second grade girls will do a rap. This rap was written by Kelsi Saffery and Natalie Tamale. "The Pope Rappers." Mrs. Park's class will follow.

The kindergarten class will read their vision statement. Mrs. Malina, Mrs. Miyahira and Mrs. Cole will lead, followed by the classes of Mrs. Watanabe, Mrs. Malina, and Mrs. Williams.

> *Blanche Pope Elementary School-Community is a safe, nurturing environment which fosters self-esteem, pride, friendship, and the ability to make responsible choices.*

The third grade class will read the next vision statement. Mrs. Mitsukawa, Mrs. Pauline Garcia, and Jeff Lee will lead the class followed by their vision cheer.

> *As part of providing a powerful foundation for life-long learning, Blanche Pope Elementary School-Community emphasizes critical and creative thinking so that all students achieve at or above grade level by the end of the sixth grade.*

The first grade class will present their vision statement. Mrs. Kunisaki, Mrs. Koo, Sam Kauihana, Papa Kekauoha, Keoni Silva, and Puanani Reis Moniz will lead.

> *The maintenance and upgrading of the school plant is conducive to the total learning environment and reflects pride and respect for the school.*

The fourth grade class will recite their vision statement. Mrs. Rhein, Mrs. Pakelo, Mrs. Kotobalvu, and Kumu Tehotu will lead.

> *While encouraging knowledge and an appreciation of cultural diversity, all aspects of Hawaiian culture are celebrated and taught, with everyone learning that traditional cultures and values have a place in modern society.*

The fifth grade classes will read the last portion of the vision statement. Konia Silva will lead the class. They will conclude with a song.

> *Our Accelerated School builds on strengths and serves as a resource to promote learning. Through the teaching and*

42

learning process, we embrace cultures, honor the past, and envision the future.

We have begun our journey together to realize these visions for our children. Our ancestors had their visions when they journeyed on the vast Pacific Ocean in search of their new home.

I should like now to introduce Mr. Herman Piikea Clark. Mr. Clark is a Hawaiian artist and student working on his master's degree at the University of Hawaii. He is teaching several students here at school on how to paint a mural. This mural will be finished this summer and will hang in the school cafeteria.

(After Herman Clark). Please rise to sing "Hawaii Aloha."

Comments on Hoike Vision Celebration

The Hoike Vision Celebration received positive responses from participants as well as members of the audience. "Hoike/Vision Celebration was but one more positive result of the processes we've been learning through the Accelerated Schools Project this year. The event was truly a collaborative effort of our school community from planning to clean-up. The event itself really affirmed the school community is the center of expertise and that building on strengths is powerful. The talents that were shared that day would give anyone 'chicken skin,'" commented Jeff Lee.

Other comments that were received follow:

Calvin Nomiyama
The day reflected the strength of the school community. The efforts made by the teachers, staff, and parents brought out the best in the students. In other words, just the whole event reflected the strengths of the school and community. It takes a coordinated effort to bring out the best in our students.

Kelli Wolcott
Our hoike clarified, for many, the goals for the future and set the pace for the years to come.

Dorothy Brenner
The whole day was an inspiration! Seeing the wonderful dances, observing the children working together and hearing them recite our vision was an awesome experience. It left me feeling joyful!

Kahulu Landgraf
The Hoike Vision Celebration was a day that belonged to our children. They achieved and performed with excellence. We are all so very proud of them. Indeed, they are accelerated!

This documentation on the 1993-1994 Accelerated Schools Project at Pope Elementary School Project was prepared by Kahulu Landgraf, Calvin Nomiyama, and Stan Koki. Stan Koki of the Pacific Region Educational Laboratory (PREL) served as a consultant to the project.